



## Northside Elementary

840 N. Annafrel Street  
Rock Hill, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	375 Students	
<b>Principal</b>	Linda C. Crute	803-981-1570
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Average
2007	Below Average	Below Average
2006	Average	Average
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

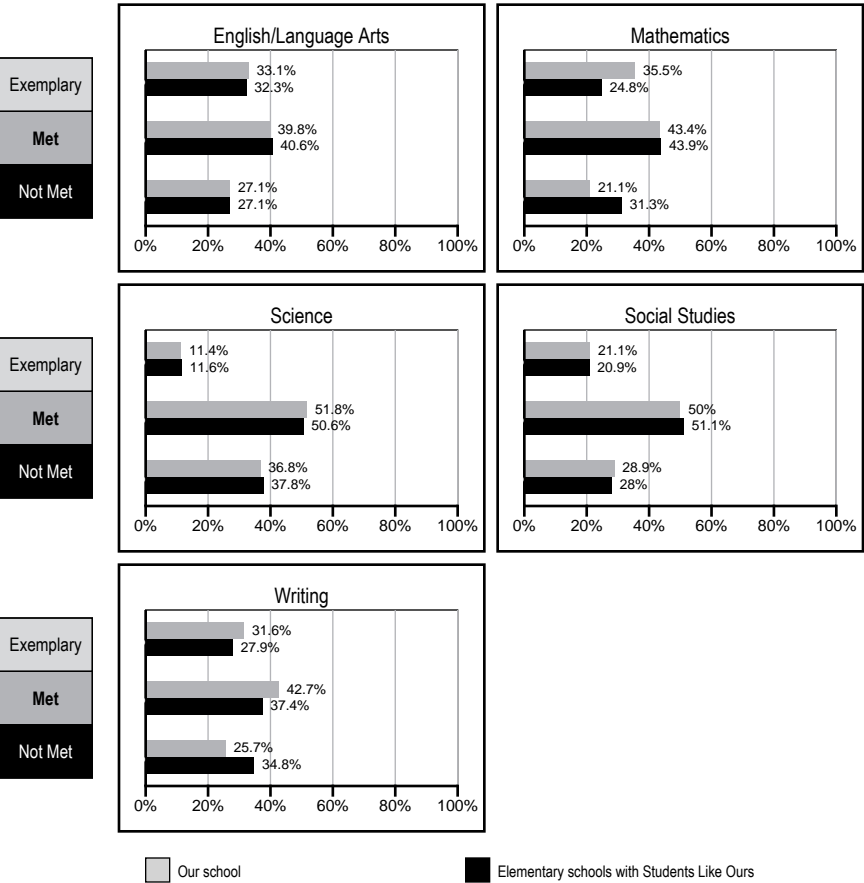
93.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	10	89	12	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=375)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 2.0%	2.5%	1.9%
Attendance rate	96.8%	Up from 96.1%	96.1%	96.3%
Eligible for gifted and talented	8.3%	Up from 6.5%	8.2%	10.0%
With disabilities other than speech	12.7%	Up from 9.0%	8.7%	7.7%
Older than usual for grade	0.0%	Down from 0.8%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.2%	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	58.3%	Up from 50.0%	58.3%	59.4%
Continuing contract teachers	69.4%	Down from 72.5%	82.5%	80.0%
Teachers with emergency or provisional certificates	5.9%	Up from 5.7%	0.0%	0.0%
Teachers returning from previous year	87.2%	Down from 91.7%	86.5%	85.9%
Teacher attendance rate	95.0%	Down from 96.2%	95.0%	95.1%
Average teacher salary*	\$47,817	Up 3.5%	\$47,163	\$47,149
Professional development days/teacher	13.2 days	Down from 14.0 days	11.8 days	11.1 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	No Change	18.6 to 1	18.8 to 1
Prime instructional time	90.9%	Up from 90.5%	90.1%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,614	Up 7.7%	\$7,330	\$7,458
Percent of expenditures for instruction**	76.8%	Up from 75.4%	68.5%	68.8%
Percent of expenditures for teacher salaries**	73.2%	Up from 70.4%	61.2%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Northside Elementary School of the Arts is a Title I school that serves 375 students in grades K-5th with 60 staff members. The goal of our school is to provide learning opportunities for all children to achieve academically and personally through collaboration with the community, parents, and staff. We began our school year celebrating and welcoming our new families through rezoning. Our community business partners include Northside Baptist Church, E S & Y Auto Repair, St. John's Methodist Church, Bethel United Methodist Church, Rogers Memorial ARP Church, Chick-fil-A, Manchester Theater, McDonald's, Target, Sagebrush, Family Trust Credit Union, American Martial Arts, and Chili's Restaurant.

As a Red Carpet School and School of Promise, we continue to provide a positive relationship with home and community. All students participated in service learning projects such as holiday boxes for children around the world, \$1,602 to the American Heart Association, \$500 to the Dolly Parton Imagination Library, socks for needy children, and canned goods for the Salvation Army. Junior Achievement classes were provided for first through fifth grades.

The SIC and PTO collaborated throughout the year. A Northside Noblemen's Club for boys in grades 3-5 was formed with 6 community members joining the guidance counselor and principal as mentors.

As an Arts in Basic Curriculum school, all classes are integrating the arts. The school performed for the Blumenthal Performing Arts Center Capital Fundraiser. For the seventh year, we received a Distinguished Arts Program Grant and an Arts in Basic Curriculum Grant. Certified teachers in art, dance, drama, and music provided students with a full performing visual arts curriculum. The staff developed arts integration lessons. All grades had an artist in residence. Students, faculty, and staff produced a sky art design of the endangered cockaded woodpecker in February. Afterschool strings lessons were provided to 4th and 5th grade students.

Design qualities were incorporated into lessons. Staff members designed pre and post tests in math to guide instruction. Daily academic intervention occurred. The family educator worked with parents and children. Literacy and math workshops were provided for parents.

Our focus this year will be building our professional learning community, arts integration, and academic rigor.

Melanie Santizo, SIC Chair  
Linda Crute, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	50	27
Percent satisfied with learning environment	95.8%	98.0%	91.7%
Percent satisfied with social and physical environment	100.0%	100.0%	92.6%
Percent satisfied with school-home relations	100.0%	94.0%	92.6%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	180	100	27.1	39.8	33.1	86.1	85.2	82.8	Yes	Yes
<b>Gender</b>										
Male	91	100	35.7	29.8	34.5	82.1	82	79.3	N/A	N/A
Female	89	100	18.3	50	31.7	90.2	88.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	77	100	17.6	37.8	44.6	91.9	92.4	89.5	Yes	Yes
African American	75	100	34.3	44.8	20.9	79.1	74.5	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.5	92.3	I/S	I/S
Hispanic	21	100	44.4	33.3	22.2	83.3	80.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	37	100	48.5	27.3	24.2	66.7	57.7	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	52.9	29.4	17.6	82.4	77.1	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	132	100	31.1	44.5	24.4	84	76.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	180	100	21.1	43.4	35.5	86.7	82.8	78.9	Yes	Yes
<b>Gender</b>										
Male	91	100	29.8	38.1	32.1	78.6	80	77	N/A	N/A
Female	89	100	12.2	48.8	39	95.1	85.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	77	100	13.5	45.9	40.5	91.9	91.5	87.2	Yes	Yes
African American	75	100	29.9	40.3	29.9	79.1	68.6	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	98	93	I/S	I/S
Hispanic	21	100	27.8	50	22.2	88.9	80.2	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	37	100	36.4	45.5	18.2	72.7	50.2	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	29.4	52.9	17.6	88.2	79.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	132	100	26.9	45.4	27.7	81.5	72.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	125	100	36.8	51.8	11.4	63.2	71	67.5
<b>Gender</b>								
Male	64	100	31	53.4	15.5	69	70.2	67
Female	61	100	42.9	50	7.1	57.1	71.8	68
<b>Racial/Ethnic Group</b>								
White	58	100	23.2	60.7	16.1	76.8	83.9	79.5
African American	48	100	50	42.9	7.1	50	50.7	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	15	100	N/AV	N/AV	N/AV	41.7	62.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	59.8	71.2
<b>Disability Status</b>								
Disabled	27	100	41.7	45.8	12.5	58.3	39.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	14	100	N/AV	N/AV	N/AV	36.4	61.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	89	100	43	53.2	3.8	57	55.1	55.1

**Social Studies**

All Students	122	100	28.9	50	21.1	71.1	76.4	72.3
<b>Gender</b>								
Male	63	100	29.3	43.1	27.6	70.7	75.6	71.5
Female	59	100	28.6	57.1	14.3	71.4	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	56	100	22.2	55.6	22.2	77.8	84.9	80.7
African American	50	100	37.8	46.7	15.6	62.2	62.9	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	11	100	I/S	I/S	I/S	I/S	75.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	62	72.2
<b>Disability Status</b>								
Disabled	21	100	50	35	15	50	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	75	67.9
<b>Socio-Economic Status</b>								
Subsided meals	91	100	32.5	49.4	18.1	67.5	64.3	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	183	100	25.7	42.7	31.6	74.3	73.1	70.2	96.8	96.7
Gender										
Male	93	100	35.6	41.4	23	64.4	65.9	63.2	96.7	96.6
Female	90	100	15.5	44	40.5	84.5	80.9	77.5	96.9	96.8
Racial/Ethnic Group										
White	80	100	18.2	46.8	35.1	81.8	82.5	79.1	96.1	96.6
African American	75	100	33.3	39.1	27.5	66.7	59.2	57.6	97.4	96.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.3	86.2	98.1	97.3
Hispanic	21	100	38.9	44.4	16.7	61.1	65.7	62.6	96.8	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.7	68.7	98.3	95.2
Disability Status										
Disabled	38	100	42.9	40	17.1	57.1	30.2	26.1	96	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	20	100	41.2	52.9	5.9	58.8	63	61.2	96.8	96.6
Socio-Economic Status										
Subsidized meals	132	100	34.4	42.6	23	65.6	59.5	58.9	96.7	96.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	55	100	30	36	34	70
	4	67	100	33.9	30.6	35.5	66.1
	5	58	100	16.7	53.7	29.6	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2009	3	55	100	30	32	38	70
	4	67	100	19.4	48.4	32.3	80.6
	5	58	100	14.8	48.1	37	85.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2009	3	29	100	32	48	20	68
	4	67	100	38.7	53.2	8.1	61.3
	5	29	100	37	51.9	11.1	63
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Social Studies

2009	3	26	100	32	40	28	68
	4	67	100	27.4	54.8	17.7	72.6
	5	29	100	29.6	48.1	22.2	70.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2009	3	58	100	34	35.8	30.2	66
	4	67	100	25.4	47.6	27	74.6
	5	58	100	18.2	43.6	38.2	81.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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